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ABSTRACT

The predrafted Oregon Individual Short-Term Plan/Records on oral language (grades 4-6), covering skills such as listening comprehension, critical listening, personal listening, oral expression, and vocabulary development, were designed for migrant children who attend a school for only 2 to 6 weeks. Migrant education teachers who had made extensive use of the plan/records were assembled by the Northwest Regional Educational Laboratory during 1979-1980 and funded by the National Institute of Education to develop predrafted plan/records that could be applied to situations frequently encountered with Oregon migrant children, of whom 5,489 of 9,797 eligible for regular and summer terms were active migrants. Each short-term plan covers a single content area and focuses on a limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are listed on each page, along with a place to record if and when the criterion was met, who attested to this fact, and any relevant comments. Because of efforts to implement the Migrant Skills List on a nationwide basis, these plan/records were precoded with the Migrant Skills List number if available. Directions for resource teachers are included along with optional reading resources. (AW)

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PRIMARY AND ELEMENTARY LEVELS
ELEMENTARY, GRADES 4-6

PREDRAFTED
INDIVIDUAL SHORT-TERM PLAN/RECORDS

ORAL LANGUAGE

RC 01 2965

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PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED
INDIVIDUAL SHORT-TERM
PLAN/RECORDS

Directions for Resource Teachers,
Teachers and Aides

Oregon Migrant Education Program
José D. García
State Coordinator

Prepared by:
Migrant Education Service Center

ESEA Title I-Migrant Programs
Funded by Title I-M P.L. 89-10
as amended by P.L. 89-750 and 93-380

PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED INDIVIDUAL SHORT-TERM PLAN/RECORDS

Compiled and Edited
by

Judy Olinger
Alfredo M. Lugo

August 1981

Funded by
Oregon ESEA
Title I-M Program

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced several years ago. It is currently being used in various locations in the twelve administrative areas of the state. In this approach the teacher assumes that the child will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous children with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any child who has the particular need addressed by an

objective. In the summer of 1979-80, a group of experienced Migrant Education teachers who had made extensive use of Individual Short-Term Plan/Records was brought together by the Northwest Regional Educational Laboratory under the direction of William G. Savard to generate an experimental set of predrafted plan/records to cover situations which they felt were frequently encountered with active migrant children. Funding was provided by the National Institute of Education. Plan/records were predrafted in three areas:

.Oral Language

.Reading (including reading readiness)

.Mathematics (including math readiness)

Because of the current effort to implement the Migrant Skills List on a nationwide basis these Individual Short-term Plan/Records have been pre-coded with the Skills List number if there is one available. If there is no applicable number the word None is printed in the space. The Skills List numbers may be used as designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Daniel Santos at the MESC, telephone (503) 378-6853. General inquiries may be directed to Alfredo M. Lugo at the Primary/Elementary levels or Merced Flores at the Secondary level; both individuals may be contacted at the MESC as well.

We would like to acknowledge the efforts of teachers who drafted the Plan/Records. The first set of plans were written in 1979 under the direction of William Savard, Project Director at the Northwest Regional Educational Laboratory by the following teachers: Noemy Brenes-Morua, Washington County, Math Readiness; Linda Gretsch, formerly with Washington County, Math Readiness and Reading Readiness; Judy Olinger, Polk County, Reading; Carol Holm, Jackson County, Oral Language; Maria Hinojosa, Marion County, Math Plans and coordination.

Additional Plans were written in 1981. Math Plan/Records were drafted by Donald Kinghorn of Hood River and Robert Berg of Yamhill County. Reading Plans were written by Carmen Mann of Marion County and Judy Olinger of Polk County. Oral Language Plan/Records were completed by Gail Speich of Washington County and Dr. Maria Marin of Western Oregon State College. William Savard of the Northwest Regional Educational Laboratory served as consultant. Technical assistance and coordination of the Elementary level programs was performed by Alfredo M. Lugo, M.E.S.C., Elementary Curriculum Specialist.

Directions for Resource Teachers:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using the loose-leaf reproducible version of the Individual Short-term Plan/Records in addition to plans of your own making.

You will need access to a xerox or other easy to use duplicating machine to duplicate your initial stock of Individual Short-term Plan/Records. You may wish to xerox all or many of the Plan/Records and replenish them whenever your stock drops by simply xeroxing the required number and putting them into the correct place in your folder.

Step I

Carefully review the entire set of Individual Plan/Records. Being thoroughly familiar with the content will greatly increase your ability to use them efficiently. Remember, these Individual Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill in the completion date, criteria statement, and signature. Then, collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Children:

Step I

Carefully examine the entire set of the Individual Plan/Records (Oral Language, Reading, and Mathematics) to become thoroughly familiar with their content. The Plan/Records in each area are arranged roughly in order of difficulty according to the Migrant Skills list, but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these children need many skills. Our task for the moment is to find one or more appropriate tasks he/she needs to undertake now and to get underway with it immediately. You will find that the Short-term Plan/Records will overlap - some plans are suitable for teaching more than one objective, concept, or skill. The Oral Language plans, both primary and elementary, overlap into Reading. Some plans in the Oral Language Elementary level may be also suitable for some primary children. Familiarity with the contents will help you find the skills each child needs. As these tasks are completed another can be started.

Duplicate those plans you need to begin instruction. Replenish and duplicate new Plan/Records as necessary.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the child. After talking with the child select a sheet near the front of an area in which he/she has educational difficulty. Informally test him/her against the criterion statement. If he/she accomplishes it easily, try something considerably more difficult from the back of the area. If that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get underway with the activities.

Step IV

At the end of the designated time period, or sooner if the child seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the child participated out of the total actual school days in the planned period.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he/she absent so much that he/she could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so, simply write

directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are available from your Area Coordinator. It is suggested that you gain some experience with the Individual Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Keep each student's completed Plan/Records in chronological order. Keep the Plan/Records even if a child leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

SOURCES

Following are a few sources which you may want to consult. Do not feel obligated to look up or use the lised materials. They are only suggestions.

READING SOURCES

* The following materials are published by Barnell Loft. (Specific Skills Series).

  Detecting The Sequence
  Following Directions
  Getting The Facts
  Getting The Main Idea

* The following materials are published by: Creative Teaching Press, 514 Hermosa Vista Avenue, Monterey Park, California 91754.

  Hit the Deck Game, MAK
  Sound Hunt Game

* The following materials are published by Dexter Westbrook.

  Learning To Alphabetize, Books A-C
  Pronoun Parade, Levels A-3
  Understanding Word Groups, Levels A-C
  Word Elements Instructional Aid Pack

* Ideal Vowel Cards, Ideal Press

* The following materials are published by Modern Curriculum Press.

  Phonics Is Fun, Book 1, 2
  Phonics Workbook, A, B, C
  Primary Readers

* Multiple Skills Series, Lowell and Lynwood, 958 Church Street, Baldwin, New York 11510.

* The following are published by Frank Schaffer Publications, The Supply Room, 303 Sunnyside Blvd., Plainview, New York 11803. They are available through Learning World.

Alphabetizing Activities
Alphabetizing Skills Game
Antonyms, Synonyms, And Homonyms Game
Beginning Consonant Game
Capitalization And Punctuation Activity Book
Capitalization And Punctuation Games
Final Consonant Games
Finding The Facts
Following Directions
Long Vowel Game
My First Stories
Prefixes, Suffixes, And Syllables
Read Carefully
Read For Meaning
Reading Cartoons
Reading Riddles
Short Vowel Game
Story Sequencing
Strange And Silly Stories
Understanding What You Read
Who, What, When, Where, Why (Duplicating Masters)
Word Endings Activity Book
Listening Skills, Level A, B, C

* The following materials are published by Rand McNally or Lyons-Carnahan.

New Phonics We Use, Books A, B, C
Phonics We Use Game Kit
Syllable Count Kit

* G.O.A.L. Kit - Milton Bradley (Game oriented activities for learning).

* Read, Study, Think, Xerox Corporation

* The following materials are published by Science Research Associates (SRA).

Distar Reading I
Reading Laboratory Games, Nos. 1-7, 10, 20-24

Reading Sources--Continued

* The following materials are published by Milton-Bradley

  Sequence Cards
  G.O.A.L. Kit (Game oriented activities for learning)

* Spache, Evelyn, Reading Activities For Child Involvement, Allyn-Bacon, 1972

* The following materials are published by Step-A-Head Company, 1231 Olive, Eugene, Oregon.

  Check-A-Ship Center (Digraphs)
  Long Vowel Games
  Mystery Marks Center (Punctuation)
  Pair Of Pears Center (Homonyms)
  PETS Center (Short Vowels)
  Round Up Center (Compound Words)
  Ship Ahoy Game

ORAL LANGUAGE SOURCES

* Idea Kit, Ballard and Tighe

* Introducing English, Houghton-Mifflin

* Peabody Language Kits, Levels 1-3, American Guidance Service

MATHEMATICS SOURCES

* The following are published by Curriculum Development Associates, available through the Oregon Math Council, Salem, Oregon

  Common Sense Arithmetic, Robert Wirtz
  Drill And Practice, Robert Wirtz
  Banking On Problem Solving, Robert Wirtz

* Math Their Way, Mary Baratta Lorton, Addison-Wesley Publishing Company

ORAL LANGUAGE SKILLS

Elementary, Grades 4-6

INDIVIDUAL SHORT-TERM PLAN/RECORDS

ORAL LANGUAGE SKILLS

Elementary, Grades 4-6

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 5-6

Content Area Oral Language Skills List No. 040

Objectives: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill to perform task from oral directions.

Activities: What will be done, when, how much (time), by whom?

1. On a 3" x 5" index card, write the following directions:

Card A
1. Touch the door knob.
2. Sit in the first desk on the left.
3. Close the window.
4. Bring the eraser.

Card B
1. Fold the paper in half.
2. Write your name on the top left-hand corner.
3. Slip it into your book after page 49.
4. Bring me the book.

2. On three (3 x 5) cards have the student write 5 directions and have him/her give the test to another student.

3. On three (3 x 5) cards have the student write 6 directions and have him/her give the test to another student.

4. Have a contest to see who can follow the greatest number of directions correctly.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Choose one (4), one (5), and one (6)-direction card and have students demonstrate the activity with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 060

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skills in identifying main ideas.

Activities: What will be done, when, how much (time), by whom?

Select three paragraphs. Write the sentences on a piece of paper, then cut the sentences separately. Place them in an envelope.

Direct the students to place the sentences so that they make a complete paragraph. Ask them which sentence expressed the main idea. Discuss why the first sentence sets the stage. Why would the other sentences not work as the first sentence or the topic sentence?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will correctly put in order paragraphs whose sentences express the main idea, with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 4-6

Content Area Oral Language Skills List No. 080

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skills in recognizing order.

Activities: What will be done, when, how much (time), by whom?

Use the following sequence words: first, after that, then, next, and last of all.

1. Put the following series in some kind or order.

   A. Tree, apple pie, blossoms, seed, apples (which comes first?)

   B. Roof, basement, first floor, second floor, attic.

   C. Baiting the hook, buying a fishing license, finding worms, picking a good place, putting the pole together.

   D. Put on shirt, lay material on table, sew material, secure buttons, iron shirt. cut material, pin pattern on material.

2. Design a sequence, mix it up, and ask another student to put it in order, and tell why.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will be able to order the items A-D with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 5-6

Content Area Oral Language Skills List No. 080

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in telling about ideas in sequential order.

Activities: What will be done, when, how much (time), by whom?

The following are some examples for students to practice sequence.

A. Use the term "How to _____"
1. How to make tortillas.
2. How to make tamales.
3. How to make a cake.
4. How to get from school to my house.
5. How to fix a flat tire.

Student begins with :
first you. . . . . .
second you . . . . . .

B. On an index card, write three "How to" activities. Ask your partner to tell you how it is done.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Choose two "how to" activities and assess the correct sequence. Students should be able to follow sequence with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 080

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skills in telling about chronological sequence.

Activities: **What will be done, when, how much (time), by whom?**

1. Select a short story or a paragraph that is a mystery. A "Who Done-it". Readers Digest or a library book may be good sources.
2. Read the story aloud or have a student read it.
3. Tell students to listen carefully and to take notes.
4. Tell them to take down the events in chronological order.
5. Ask them to number the sequence in order.
6. Have students compare the order with each other.
7. How did the logical order help them discover "Who done-it"?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will have presented orally a list of the events in chronological order with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 100

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To build up skills of supporting ideas through detail.

Activities: **What will be done, when, how much (time), by whom?**

Have the students look through some books that have poems. Each student chooses a poem that pleases him/her. Before the student memorizes and expresses the poem orally, have him/her answer the following questions.

1. What is the poem talking about?
2. How old do you think the poet was who wrote it?
3. Is the poem happy or sad?
4. Who is the poem speaking to?
5. Have you ever felt or seen what the poet expressed?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The objective is attained when the student answers each of the five questions above orally.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First **or Grade** 4-6

Content Area Oral Language **Skills List No.** 100

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skills in developing main ideas.

Activities: **What will be done, when, how much (time), by whom?**

Students have problems in developing logical sequences or in developing a main idea in the body of a paragraph. The following are some leads for them to work in main topics. Remind students that what they say must explain something about the main topic and not introduce a new idea.

1. Name-calling hurts people, yet boys and girls use it.

   A. As the students discuss the topic, write the ideas on the board.

   B. After students have exhausted their ideas, help them judge which sentences belong to the topic and which do not.

   C. Rearrange the relevant sentences, and have the students read the paragraph.

2. There are many movies that scare me to death.

   A.
   B.
   C.

3. Bob was a boy scout who knew how to survive in the forest.

   A.
   B.
   C.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will complete one of the three paragraphs correctly to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 140

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill in perceiving differences between/among objects.

Activities: **What will be done, when, how much (time), by whom?**

Present the class with the following: banana, orange, apple.

Write the three on the board. Have the students tell you how the above fruits differ. The following may help begin the discussion.

shape
texture
color
use
where they grow
when they grow
weight
taste
how they ripen
what country grows them
how they are shipped

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will be able to give at least 2 answers to the above categories.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 140

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify comparisons.

Activities: **What will be done, when, how much (time), by whom?**

Ask students to compare:

1. A large city like Portland to their town.
   size areas location transportation housing etc.
2. Riding a train or taking a plane.
   speed comfort time price personnel safety
3. Baseball to basketball.
   type of court rules ball scores players etc.
4. Have students choose two other topics.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will be able to give at least 10 characteristics for comparison.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 160, 400

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To complete a paragraph with a conclusion.

Activities: **What will be done, when, how much (time), by whom?**

It was the dead of night. I woke up suddenly. I could hear the swishing of footsteps on the roof as someone or something was pressing against the loose shingles. I listened carefully not recognizing the sound. . . . . .

1. Direct the students to continue the story and have a surprise ending. Each one should take notes on how it ends.
2. Have each student relate his/her ending.
3. Discuss how the endings differed and how believable they were.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will have added at least three more sentences and had a conclusion to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language Skills List No. 180

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop ability to detect stereotypes.

Activities: What will be done, when, how much (time), by whom?

A stereotype is a "fixed" idea people have of others or of members of a group. These ideas are obstacles in people getting to know each other.

Examples:

1. Blonds have more fun.
2. Foreigners talk funny.
3. People who speak another language are unAmerican.
4. Girls are weaker than boys.
5. Women are terrible drivers.
6. Librarians all wear glasses.
7. Straight-A students are book-worms.
8. Everything in Texas is big.
9. Redheads have a bad temper.

Can you think of other stereotypes? Name 4 more.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will present orally four stereotypes and explain their meanings.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Content Area Oral Language Skills List No. 180

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skills in critical thinking.

Activities: What will be done, when, how much (time), by whom?

There are positive and negative sides to an opinion. A statement will be presented; give a negative or positive way of evaluating the statement.

1. Jack is such a bossy person. (leader)
2. Sandra always thinks for herself. (uncooperative)
3. Heavens, but he is pushy. (initiative)
4. Mr. Johnson is so critical. (perfectionist)
5. Alice is a fanatic about her job. (enthusiastic)
6. He is so thin-skinned you can't criticize him. (sensitive)
7. He never agrees; he is opinionated. (courage of convictions)
8. He acts so conceited, look at the way he walks. (self-confident)
9. Don't invite her, she is a sourpuss. (serious)
10. Jack is tied to his mother's apron strings. (dutiful son)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will explain the connotations of five of the above statements.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Content Area Oral Language Skills List No. 180, 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To have students participate in discussions and give their opinions.

Activities: What will be done, when, how much (time), by whom?

Stereotypes hurt people. How reliable are stereotypes? Why do you think people believe stereotypes?

Discuss: All teenagers are lazy, irresponsible, and pot-heads.

1. Should all teens be included?
2. Do you know some that are not?
3. How many categories of teenagers do you know? Name them. How are they similar? How do they differ?
4. What can be said about all teenagers?

Discuss: Girls cook better than boys.

1. What are the pros and cons?
2. Do you believe this statement?
3. Why do people believe this?

Discuss: Boys are better drivers than girls.

1. Can you prove this?
2. Do all boys drive better?
3. Who would believe this statement?

Discuss: Women are more emotional than men.
1. What evidence is there? 2. Are all women more emotional?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will participate in the discussion at least once and give his/her opinion.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Oral Language Skills List No. 180

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skills in critical judgment.

Activities: What will be done, when, how much (time), by whom?

Each student brings in a description of a TV commercial. Students bring in the props and perform the commercial in front of a small group.

Testimonial: Propaganda techniques use certain identifiable persons to sell their product. Sometimes it is a famous person, ball players, or movie stars. Sometimes it is a class of professionals, such as doctors, dentists, or teachers.

Who is the person in your commercial?
Why did the advertiser want the person to give the testimony?
What characteristics does that person have that will help sell the product?
What does the product and the person have in common?
Would you buy the product? Why?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The objective is attained when each student presents a TV commercial and participates at least once in the discussion.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To interpret meaning of general terms.

Activities: What will be done, when, how much (time), by whom?

Everyone has opinions on subjects that cannot be proven by facts. People have sets of values by which they judge events, ideas, or persons. The following are abstract ideas; what is your opinion?

1. Success: What does this mean to you? Are you a success? Who do you know that is a success? What is your criteria? What do you have to be or do to be a success? Who has a different idea of success? Compare your opinion with another student. Is there a right or wrong? Why do you think you differ?

2. Failure: same as above.

3. Politeness: same as above.

4. Freedom: same as above.

5. Happiness: same as above.

6. Honor: same as above.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will present at least five criteria for each of the ideas to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area Oral Language Skills List No. 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To have students give reasons for choosing.

Activities: What will be done, when, how much (time), by whom?

Determine if statements are fact or opinions. Remember that a fact can be checked for accuracy. Remember that **an opinion can't be verified.**

1. Phillip is taller than James.
2. The Angels beat the Dodgers, 6 to 1.
3. It was a boring lecture.
4. American cars are the best in the world.
5. Miss Oregon was the prettiest girl in the contest.
6. Susan has black hair and blue eyes.
7. George Washington was one of the presidents.
8. Salem High has the best cheering section.
9. The new government is all conservative.
10. Women shouldn't work.
11. People who wear black want attention.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will give the correct answer and give reasons why they chose the answer to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Content Area Oral Language Skills List No. 200

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To help students evaluate opinions.

Activities: What will be done, when, how much (time), by whom?

What do the following statements mean? Explain it in your own words or what the person means to say.

1. You give a teenager a car and all he/she does is race around.
2. The food in the cafeteria is worse than in the army.
3. Mr. Wilson is a very strict teacher.
4. Mrs. Andrews is mean.
5. Everyone is going to the football game.
6. Children belong in the zoo.
7. Ultra-brite is the best toothpaste.
8. Parents should be more strict with their children.
9. Boys and girls do not behave as they used to in the "old days."
10. In the "old days" everyone helped one another.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will explain four of the above statements by explaining the meaning of the speaker to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 220

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To choose listening material.

Activities: What will be done, when, how much (time), by whom?

Select a record or tape that tells a story.

1. Why did you choose it?
2. Did you enjoy it?
3. Was it hard to just listen?
4. Would you listen to another story?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Is student decides to listen to another record or tape the objective is attained.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 220

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop listening skills.

Activities: **What will be done, when, how much (time), by whom?**

Choose a record that has only music.

1. Did you enjoy it?
2. What kind of music do you like?
3. Have you ever heard an opera?
4. Do you know any songs from a popular musical?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will not only choose the record, listen to it, but also choose to listen again.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 220

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To choose to listen to records or tapes.

Activities: **What will be done, when, how much (time), by whom?**

Give the student the opportunity to choose a record and listen to it. Ask him the following questions when he/she is finished.

1. Why did you choose that particular record?
2. What did you like best about the recording?
3. Tell me about what you heard.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student should be able to give you a short summary of the recording.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 220

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To choose a record or tape of a tale or story.

Activities: What will be done, when, how much (time), by whom?

Show students records or tapes of stories. Have them read the labels and have them choose one to listen to by themselves.

Ask student why he chose that particular record.

Ask student if he/she enjoyed the story.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

If student chooses to listen to another story during free time the objective has been attained.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 220, 340, 060

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To listen and retell a play.

Activities: **What will be done, when, how much (time), by whom?**

1. Give the student a record or a tape that has a play.
2. Have the student listen to it first for enjoyment.
3. Have the student listen again for content.

   Who are the main characters?
   Describe their personalities.
   Do you know anyone like the character?
   Retell the story.
4. Did you like the play?
5. Would you like to see a play?
6. Would you like someday to be in a play?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will be able to recount the main idea orally.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop the ability to use different senses in describing objects.

Activities: **What will be done, when, how much (time), by whom?**

Bring to the classroom an orange, apple, banana, onion, etc.

1. Make a list describing the objects using touch.
   A. Use 4 or more adjectives.
   B. Taste - use 4 or more adjectives.
   C. Smell - use 4 or more adjectives.
   D. Sight - use 4 or more adjectives.

Use as a guide - size, shape, color, texture, smell.

2. Use your description and see if someone can guess the object.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will be able to give orally two adjectives for each object.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To add descriptive adjectives to students' vocabulary.

Activities: **What will be done, when, how much (time), by whom?**

Ask your teacher for a thesaurus.
Choose a person that you know well or that you admire.

1. Talk about the person. Where was he/she born? How old is he/she? What does she/he do? Why do you admire him/her? What kinds of attitudes does this person have? How can you tell? What kinds of comments does he/she make about persons or events? How does this person treat others? What does this person look like? (tall, short, slim, fat, etc.) How does she/he dress?

2. From your answers above, look in the thesaurus to find words that mean the same thing, or that might describe the person better.

3. With the new vocabulary, describe the person again.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will have added five new adjectives in their descriptions to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Last **First** **or Grade** 5-6

Content Area Oral Language **Skills List No.** 280

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To increase ability to describe objects and events orally.

Activities: What will be done, when, how much (time), by whom?

A student has just arrived at your school. Describe two of the following sports.

1) jump rope
2) baseball
3) volleyball
4) basketball
5) dodgeball
6) hopscotch
7) marbles
8) tennis
9) football
10) soccer
11) gymnastics
12) jacks
13) cheerleading
14) song leaders
15) track

Make sure to include the following:

1. When is it played?
2. Who plays it?
3. How many players are needed?
4. What are the rules?
5. Where is it played?
6. How is the score kept?
7. What is the uniform like?
8. What kind of equipment is needed?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student should describe the sport with at least mentioning the eight ideas to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 280

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To have students make a presentation.

Activities: **What will be done, when, how much (time), by whom?**

You are the master of ceremonies at a special dinner. It is your responsibility to introduce the main speaker to the audience.

Activity:

A) Interview the speaker.
B) Make up your speech including all the information you collected.
C) Your introduction should be short and concise.
D) Make sure you name the presenter.
E) Make a presentation. Don't forget to memorize your speech and look at the audience.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will make one presentation to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To present a short talk to a group.

Activities: What will be done, when, how much (time), by whom?

You are running for an office. You must convince your fellow students to vote for you.

Remember: Keep your head up.
Memorize your speech - don't read.
Use notes to remind you.
Introduce yourself.
What are your best qualities?
Give some examples of things you have done.
What is your plan of action for the position?
How will you work out the plans?
Tell everyone to vote for you.

Don't forget to bring posters, banners, signs, etc. Think back at the state elections. What did you see?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will make a presentation to a small group to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skills of persuasion.

Activities: What will be done, when, how much (time), by whom?

Choose one of the major league teams, for example: Angels, Dodgers, Yankees, etc.

Convince the class that they are the best.

1. discuss players
2. strategies
3. managers
4. batting averages
5. anything else that is important

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will be able to name 10 reasons why their team is the best to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area Oral presentation Skills List No. 300

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To persuade others to your point of view.

Activities: What will be done, when, how much (time), by whom?

You are going on a field trip. The teacher has given the class three choices. A) To go out on a fishing boat ride, B) To visit the museum, C) To watch the Sonics and the Beavers play, or D) your choice.

Choose one of the above and give all the reasons why the group should choose your idea. Convince the group.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to give 10 reasons why the group should choose his/her option.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
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Content Area Oral Language **Skills List No.** 300

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To lead a group discussion.

Activities: **What will be done, when, how much (time), by whom?**

Give each student an opportunity to lead a discussion.

Send one student to the board. Have him/her lead a discussion. At first some may be shy. The following are some ideas.

1. Where shall we go on a field trip?
2. Shall we put on a play or have a musical?
3. What shall we do after the next game?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will lead a discussion to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 300

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To conduct an interview.

Activities: **What will be done, when, how much (time), by whom?**

An interview is a meeting of people, face to face, in which questions are asked and answered.

1. Can you name three TV persons who interview?
2. Watch them on TV and take notes on what kind of questions they ask.
3. What makes a good interviewer?

Choose someone you want to interview.

1. Decide exactly what you want to learn.
2. Think of questions that will draw out the answers you want.
3. Plan the time well when you will not be interrupted.

Questions for yourself to think about.

1. Why or how did you become interested in the topic?
2. Why have you chosen this person?
3. Do you have materials ready?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will have completed one interview and turned in a written or oral report to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 320

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To present a weather report.

Activities: **What will be done, when, how much (time), by whom?**

Set up a corner like a TV station for a weather report.

Have students look at a weather reporter on TV.

Have them take notes on vocabulary used by weather reporters.

Choose a favorite.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Student will make a presentation of a weather report to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 320

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To present local news.

Activities: What will be done, when, how much (time), by whom?

Have students look at a TV news program. Take notes on the different sections of the news.

Ask students to choose their favorite news program.

Have them present it to the class.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will make a presentation of a news program to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 320

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To present a news report on Hollywood or a movie.

Activities: **What will be done, when, how much (time), by whom?**

Have students look at a TV program and listen to comments on movies.

Have each prepare a commentary and critique of a movie they have seen.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Each student will make an oral presentation of a critique on a movie.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
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School: _____ District: _____ Area _____

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Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 320 ___

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To make an oral presentation to help in self-expression.

Activities: **What will be done, when, how much (time), by whom?**

You are going to make an oral report on an interesting book you read. Don't forget to include:

1. Author.
2. Title.
3. Time when the action took place.
4. Country where the action occured.
5. Characters - name and give their roles.
6. Short summary of the tale.
7. Your opinion of the book.
8. Convince the other students to read the book.

Do not read your report. Study it carefully and have only notes to help you remember. Look at the audience.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Student will complete one oral presentation to attain this objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 320

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To record events in a journal.

Activities: **What will be done, when, how much (time), by whom?**

Explain to students what a journal is and how it can be used.

1. Begin by having students keep a one-day journal. List the hours of the day by half hours, 8-8:30; 8:30-9:00; 9:00-9:30, etc. Tell them that discipline in keeping the journal is important. They should decide what and at what hour they will make an entry. At the end of the day, have students give an oral report from their journal. Check them if they begin to mix-up the times by adding information they had forgotten to include.

2. The bright students may be able to keep the journal for a week.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will have written at least 5 entries and made a report on their day to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
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Grade 4-6

Content Area Oral Language **Skills List No.** 340

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To repeat accurate information.

Activities: What will be done, when, how much (time), by whom?

Select a short story in Readers Digest or other library material. Read the selected story aloud to the students.

1. Tell students they must listen carefully because they must retell the story as they heard it.
2. Read the story again. Have the students retell it in their own words.
3. Discuss the difference between the two types of information-getting techniques.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will repeat the story as closely as possible to the original.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 340, 400

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To add a new sentence to a story in logical order.

Activities: **What will be done, when, how much (time), by whom?**

Have students sit in a circle. The first student starts with a sentence of a story he is thinking about. The second continues with repeating the first and adding a second sentence. The third repeats the first and second sentences and adds his own. The fourth and fifth children continue in the same way. The last student ends the story.

Have students discuss the process of completing a story. Was it difficult? Did someone's sentence surprise them? Did a student's interpretation change their sentence? Was the sequence logical?

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Each student will have repeated the previous sentence or sentences and added his own to make a logical sequence.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Grade 4-6

Content Area Oral Language **Skills List No.** 340

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To organize and retell a story.

Activities: **What will be done, when, how much (time), by whom?**

1. Select a newspaper article and read it to the students.
2. Tell them to listen carefully. If they wish, they can take notes.
3. Direct them to organize their thoughts before they begin to retell the incident.
4. Have students retell the story or event.
5. If students do not follow sequence, discuss why it is important.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will be able to complete two retellings of reading selections by using at least 6 sentences in organized order.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 340

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To be able to translate direct speech to indirect speech.

Activities: **What will be done, when, how much (time), by whom?**

1. Select a short drama or play that has direct speech.
2. Have 2 students read the dialogue by taking parts in the play.
3. A third student relates the same reading in the third person.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Student will successfully retell dialogue without using direct quotes.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 360

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skills in giving clear and concise directions.

Activities: **What will be done, when, how much (time), by whom?**

Have 3 students hide an object in the classroom. Students will give the location of the object through oral directions. Another student looks for it.

The student who gives the directions clearly gets to hide another object.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

You or another student will be able to locate the hidden object with only the oral directions given.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

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Grade 4-6

Content Area Oral Language **Skills List No.** 360

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To give directions clearly.

Activities: **What will be done, when, how much (time), by whom?**

1. Find a map of the local area.
Select specific locations - police station
library
church
City Hall
theatre
grocery store, etc.

2. Have the students study the map carefully and have them give the directions on how to get there.

3. Tell students that someone stopped them on the school ground and asked for directions. How can I find gym? Principal's office? cafeteria? etc.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will be able to give the location so that a person could find it without any trouble.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 380

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use words to express emotions and feelings.

Activities: **What will be done, when, how much (time), by whom?**

Students have difficulty expressing how they feel about a subject. Students should develop a vocabulary that will help them distinguish the different emotions. The following are some words that may help.

1. scared
2. frightened
3. lonely
4. anxious
5. strange
6. apprehensive
7. worried
8. happy
9. sad
10. moody
11. depressed
12. delighted
13. curious
14. inquisitive
15. cautious
16. clever
17. elated
18. irritated
19. indignant
20. delirious
21. jubilant
22. resolute
23. envious
24. bewildered
25. quizzical
26. creative
27. innovative
28. mischievous
29. surprised
30. astounded

Use the thesaurus to find other words. Have students relate an incident when they felt this way.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will use 10 of the above words to express how they felt about an event.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____ _____
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Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 380

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To express emotions and feelings.

Activities: **What will be done, when, how much (time), by whom?**

Select an embarrassing situation. Have 3 or 4 students act it out.

1. Discuss why people feel embarrassed.
2. Why do people get into these situations?
3. Would everyone feel embarrassed in the same situation?
4. What are some physical reactions when people feel embarrassed?
5. How can we help others when they feel embarrassed?

Select other situations where an emotion is involved.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will have each expressed her/his ideas and feelings about an embarrassing situation.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 4-6

Content Area Oral Language Skills List No. 380, 420

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn a poem.

Activities: What will be done, when, how much (time), by whom?

1. Have students choose a poem from one of the books.
2. Have the student read it over carefully.
3. Have the student answer the following questions.
   A. Does the poem express a feeling or does it describe a scene?
   B. Underline all the verbs. Can you substitute other verbs in their place? What difference does it make?
   C. Circle the adjectives. Are they plain or are they extraordinary? Would you use them in that way?
   D. Memorize the poem and say it out loud.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student should answer the questions orally and recite the poem to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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School: _____ **District:** _____ **Area** _____

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Student Name _____ **Age** _____
Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 380, 420

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recite a poem.

Activities: **What will be done, when, how much (time), by whom?**

1. Have students choose a poem.

2. Have students study the poem carefully.
   a) How old is the person who wrote it?
   b) Is the poet happy, sad, surprised?
   c) Which words give you the clue?
   d) Did the poet write to a young or old person? How can you tell?
   e) What scenes does the poet describe?
   f) Find pictures in a magazine that fit the scenes in the poem.
   g) Paste the pictures on a backing.
   h) Memorize the poem.
   i) Recite the poem to the class orally using the pictures as a background.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students should have completed the total assignment by reciting a poem and presenting the art work.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

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Grade 4-6

Content Area Oral Language **Skills List No.** 380, 420

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recite a poem with music background.

Activities: **What will be done, when, how much (time), by whom?**

1. Have students choose a poem.
2. Have students study it carefully.
3. Does the poet create a mood? sad, happy, scary, etc.?
4. Which words give you the feeling?
5. Does the feeling have a slow or fast beat?
6. Is the feeling loud or soft?
7. Learn the poem by memory.
8. Now find some music that fits the mood. There should be no words on the record.
9. Practice saying your poem with the music background.
10. Say the poem with the music in front of your teacher or a small group.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Student shall recite the poem by memory with music background.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 380, 420

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To present a pantomime.

Activities: **What will be done, when, how much (time), by whom?**

This is a pantomime activity.

1. Have students perform a pantomime.
2. Students can ask questions with yes or no answers.
3. Mime must repeat performance, if group can't guess after 10 questions.

Here are a few examples.

1. You are running late and you try to catch up to the bus.
2. You are trying to open a window and discover it is locked.
3. You try to open a door and discover there is a fire outside.
4. You are a mailman and a dog bites your pantleg.

Have students write some actions on a paper so that other students can act it out.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will complete one pantomime each to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Last **First** **or Grade** K-6

Content Area Oral Language **Skills List No.** 380, 420

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach children to pantomine.

Activities: What will be done, when, how much (time), by whom?

Material: a music book.
Proceed: divide your class or group in half. Each group has five minutes to prepare a dramatization of one of the songs in the book. The half not dramatizing guesses the title of the song. Students use the word pantomine.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When students participate in a dramatization the objective has been attained.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 380, 420

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To perform a play.

Activities: **What will be done, when, how much (time), by whom?**

1. Have the students choose a short play.
2. Students should read the play aloud and discuss the meaning.
3. Identify the characters.
4. Describe the characters' personalities.
5. Audition for the parts of the play.
6. Have students practice their parts with one another.
7. Learn the parts from memory.
8. Perform the play for the class.

This activity can keep both bright and uninterested students busy when they finish their work.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will enact the play and perform their parts from memory to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 400, 420

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To recite a complete story.

Activities: **What will be done, when, how much (time), by whom?**

Have 4 or 5 students in a group for storytelling.

Each student has prepared his/her presentation beforehand.

Students at this age love Saturday cartoons. Have students retell one of the incidents.

Since most of them watch the same cartoons, encourage them to respect each other and not interrupt.

Afterwards they can discuss the sequence of events.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Each student will complete one story by himself or herself.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Content Area Oral Language Skills List No. 400

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To entertain others by telling a story.

Activities: What will be done, when, how much (time), by whom?

Students have lived through some funny incidents. Have 4 or 5 sit in a circle and tell about the incident. Do not have more than 5 students. If students take too long, they get restless.

Example: The last time we came to Oregon, we . . .

The last time we went to the beach, we . . .

One time when we were at the football game, . . .

The last TV program had a funny story . . .

These above are only examples. Have students concentrate on sequence so that the others can follow. Students tend to say "Oh yes, I forgot", and lose the sense and flow.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Each student relates his/her story logically and with enthusiasm. It's great if you all laughed.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Content Area Oral Language Skills List No. 400

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To create a story from fantasy.

Activities: What will be done, when, how much (time), by whom?

Think about the following future statements. Answer them orally; remember they could happen.

1. In the 21st century what kind of a business will you have on the moon?
2. Describe a grocery store in the 21st century.
3. Describe clothes in the 21st century.
4. Describe what your car or method of personal transportation will be like.
5. What will persons look like on one of the planets?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will develop and give an oral presentation of one of the above statements or a similar one to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
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Content Area Oral Language Skills List No. 400, 420

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To rewrite a story into a play and enact it.

Activities: What will be done, when, how much (time), by whom?

Have students select a favorite story or tale.

Have students work in a group to develop the dialogue.

Have students enact the play.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will change the story to dialogue to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 420

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To share humor or a joke.

Activities: **What will be done, when, how much (time), by whom?**

Have four or five students sit at a table and share a funny incident.

1. Encourage respect by having the others pay attention.
2. Encourage the students not to interrupt each other.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Each student should be able to successfully retell his/her funny incident to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

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Content Area Oral Language **Skills List No.** 420

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To share a joke or humorous situation.

Activities: What will be done, when, how much (time), by whom?

This age group loves to tell jokes. Have students practice a joke aloud by themselves so that they remember the sequence and the correct phrases.

Have the student tell his/her joke to the class.

Be careful that students do not bring in any ethnic or other biased jokes.

Explain that humor is related to human nature and should fit everyone, but never to make fun of any special group.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Each student should be able to tell his/her joke using the correct sequence and correct words. It works if you laughed.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 440, 580

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To have students classify.

Activities: **What will be done, when, how much (time), by whom?**

1. Give the names of the following persons.

1) A person who studies animals is a _____.
2) A person who designs a house is an _____.
3) A scientist who studies the stars is an _____.
4) A person who makes people laugh is a _____.
5) A person who wanders from place to place is a _____.
6) A person who plays a cello is a _____.
7) A doctor who cures animals is a _____.
8) A specialist in a museum is a _____.
9) A person who presides in a court is a _____.
10) A person who sits on a jury is a _____.
11) A person who does good for people is a _____.
12) A person who gives out medicine is a _____.
13) A person who handles relations with other countries is a _____.

2. Here are some possible answers; find the others.

zoologist	juror	veterinarian	nomad
cellist	judge	astronomer	diplomat
pharmacist	comedian	philanthropist	architect

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

The student will name the different categories with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Form OF 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce skill in forming plural forms of nouns.

Activities: What will be done, when, how much (time), by whom?

Most words form the plural by adding "s" to the end of the word. Give the plural for the following:

Book	noun	house	doctor
paper	page	porch	picture
desk	subject	student	rocket
tent	idea	girl	exercise
board	lesson	movie	month
word	margin	joke	year

Special nouns add "es"

Bush - bushes box - boxes fox - foxes

Name 6 more words that add "es" to form the plural.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will give the plural form with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade 4-6

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce skill in forming plural of nouns.

Activities: What will be done, when, how much (time), by whom?

Some nouns form the plural by changing the "y" to "i" and adding "es." The following are a list of these nouns:

copy - copies	hobby - hobbies	body - bodies
lady - ladies	ally - allies	dictionary - dictionaries
sky - skies	butterfly - butterflies	dummy - dummies
duty - duties	daisy - daisies	baby - babies

Notice that the "y" is always preceded by a consonant. When there is a vowel, the "s" is added.

boy - boys guy - guys monkey - monkeys alley - alleys

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Read the list of singular nouns and ask the student to give the plural. Ask if the plural changed the "y" to "i" and added "es." Student should complete the assignment with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ to _____

Student Name _____ **Age** _____
Last First or
Grade 4-6

Content Area Oral Language **Skills List No.** 440

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To develop skill to form irregular plurals.

Activities: **What will be done, when, how much (time), by whom?**

Some words do not add "s" to form the plural, but change the form of the word. The following are some examples.

mouse - mice	woman - women	man - men
foot - feet	louse - lice	tooth - teeth
mailman - mailmen	child - children	goose - geese
ox - oxen		

Use the irregular nouns in a sentence first in the singular, then in the plural.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will recite the above with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: **Yes** _____ No _____ **Date** _____

Teacher: _____
Signature Title

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce skill in forming plurals with "f" changing to "v".

Activities: What will be done, when, how much (time), by whom?

Some nouns change their form in the plural. The following change "f" to "v" and then the "es" is added.

half - halv - es = halves

knife - kniv - es = knives

leaf - leav - es = leaves

loaf - loav - es = loaves

shelf - shelv - es = shelves

life - liv - es = lives

calf - calv - es = calves

wife - wiv - es = wives

thief - thiev - es = thieves

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will give the singular form, if given the plural and the plural if given the singular with 100% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 440

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To reinforce use of irregular plural forms.

Activities: **What will be done, when, how much (time), by whom?**

Give the word in parentheses in the plural form in each sentence.

(half) 1. Cut the apple in two _____.

(knife) 2. Please bring me four _____.

(life) 3. Several soldiers gave up their _____.

(leaf) 4. In autumn the _____ turn brown.

(loaf) 5. Go to the bakery and buy three _____ of bread.

(shelf) 6. The _____ were full of books.

(calf) 7. The cow was feeding the two _____.

(wife) 8. While the men ate, the _____ went shopping.

(thief) 9. The police caught the two _____.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will give the item in the plural form with 100% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 4-6

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To change nouns from plural to singular.

Activities: What will be done, when, how much (time), by whom?

Read the following plural forms and give the singular.

1. Several men went fishing.
2. Could women go gishing?
3. Did the men and women take the children?
4. She lost her two front teeth.
5. Walking made her feet sore.
6. The mice heard the cat.
7. The mailmen never went outside.
8. The geese flew away when they heard the sound.

What changes occured when you changed the noun to the singular?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will respond orally with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 440

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce English possessive forms.

Activities: What will be done, when, how much (time), by whom?

Many bilingual students have difficulty with the English possessive. Many use the form "the bike of the boy." Although the apostrophe is not apparent in oral practice, students should be made aware of its usage.

1. The friend of my brother - My brother's friend.
2. The dog of my friend - My friend's dog.
3. The swing of the school - The school's swing.
4. The hat of the teacher - The teacher's hat.
5. The toy of the baby - The baby's toy.
6. The cover of the book - The book's cover.
7. The lunch of the boy - The boy's lunch.
8. The aunt of the girl - The girl's aunt.
9. The bike of my friend - My friend's bike.
10. The car of your uncle - your uncle's car.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will be able to give the possessive form with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in correct usage of subject pronouns.

Activities: What will be done, when, how much (time), by whom?

Pronouns may cause problems in bilingual speakers since in many languages the pronoun is part of the verb and does not need to be repeated. Pronouns take the place of a noun. Subject pronouns are the following: I, you, he, she, it, we, they.

Here are some examples:

1. Mary came late to school. -- She came late.
2. Jack cleaned the car. -- He cleaned the car.
3. Sally and I went shopping. -- We went shopping.
4. Sam and Phillip told the farmer. They told the farmer.

5. Change the following by answering the question.
   a) Did you buy the pen?
   b) Did the children love the presents?
   c) Did Jack and Jill borrow the car?
   d) Did you wait at the corner?
   e) Did Sally find Alicia?
   f) Are you and Pat going now?

Sometimes pronouns replace the noun and the marker.
1. My sister is ill. -- She is ill.
2. The women sat silently. -- They sat silently.
3. I have your pencil. -- I have it.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Use the sentences as questions. The student will give the correct form orally with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 4-6

Content Area Oral Language Skills List No. 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce correct usage of "we" and "us" - Pronouns.

Activities: What will be done, when, how much (time), by whom?

Many times bilinguals have problems with this particular set of pronouns. "Hearing" the correct form often helps the student correct himself/herself. At times the pronoun is followed by a noun such as "we girls," or "us kids." Or is it "us girls" and "we kids?" To avoid the error, have the student read the sentence without the noun following it to judge if it sounds correct.

Example:

1. _____girls offered to go to the store for milk. (We or Us offered to go.)
2. The principal was proud of _____girls. (We or Us) etc.
3. Not one of _____ women noticed the red light.
4. In the fall _____teachers are going to a meeting.
5. You should have left the signs for _____men to pack.
6. The boss told only _____two about his resignation.
7. Only _____three can go to graduation.
8. John is always praising _____salesclerks.
9. After all, _____secretaries are only human.
10. Why is it that _____women do all the cooking?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students should complete the 10 sentences orally with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 4-6

Content Area Oral Language Skills List No. 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce correct usage of object pronouns.

Activities: What will be done, when, how much (time), by whom?

Pronouns give students problems, if non-standard English is part of their speech. Have students read the following aloud and choose the correct form.

1. Sandra and (I, me) sent letters to Fred and (he, him).
2. Are (them, those) the assignments that Alice and (I, her) wrote?
3. Mother made John and (I, me) sell strawberries.
4. English is simple for you and (he, him).
5. I don't understand why (they, them) won't go.
6. The coach didn't call Tim and (I, me) until (we, us) boys stood up.
7. Why were you and (she, her) talking?
8. She and (I, me) were sitting by the fireplace.
9. Was it Alice or (him, he) who started the fight?
10. It wasn't Adrian and (he, him) who cleaned the garage.

If students have problems, use some other exercises to make sure they use the pronouns correctly.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will give the correct form with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Individual Student Short Term Plan/Record
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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 4-6

Content Area Oral Language Skills List No. 460

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce correct usage of pronouns as objects.

Activities: What will be done, when, how much (time), by whom?

Pronouns change their forms when they are used as objects: me, you, him, her, it, us, you, them.

1. Sally gave Alicia a present. -- Sally gave her a present.
2. Doctor Samuel knows Jack well -- Dr. Samuel knows him well.
3. Mrs. Smith told Phillip and John the truth. -- Mrs. Smith told them the truth.
4. Andrew phoned Alice and I. -- Andrew phoned us.

Fill in the correct pronoun.

1. _____are going to see the museum exhibition.
2. _____ am sure you will like the movie.
3. Phyllis will call me later. _____are driving into town together.
4. Arlene and David invited me. I had to disappoint _____.
5. Are you goint to give _____ the answer?
6. The teacher asked for the papers. I gave them to _____.
7. Uncle and (she, her) went to the same party.
8. Couldn't you and (he, him) have gone with Angie and (I, me)?
9. John said (we, us) and (they, them) ought to sign the paper.
10. (She, her) and (I, me) used to go to the same school.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will be able to substitute the object pronoun for the underlined word with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 460

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To reinforce correct usage of possessive pronouns.

Activities: **What will be done, when, how much (time), by whom?**

Pronouns take the place of a noun. The following is a list of the possessive pronouns. What does possessive mean?

Singular			Plural		
my	mine	myself			
your	yours	yourself	our	ours	ourselves
his	his	himself	your	yours	yourselves
her	hers	herself	their	theirs	themselves
its	its	itself			

Use the possessive pronoun from the list that **best fits** the blank.

1. Sandra brought hers, but he forgot _____.
2. Did you see _____?
3. I gave _____brother a new bike.
4. Will you take _____coat with you?
5. The instructor stated that _____was the best speech.
6. The men played ball well, but the women played _____better.
7. The principal invited all _____old classmates to the reunion.
8. We demanded that she should sell _____.
9. All the pupils must copy _____own lessons.
10. Has she allowed _____enough time?
11. John made _____a new table.
12. Many people talk to _____when they are alone.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will be expected to complete the 12 sentences orally with 90% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Individual Student Short Term Plan/Record
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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To identify verbs.

Activities: What will be done, when, how much (time), by whom?

Verbs are words that show action. Some verbs are harder to find; they express a mental action like "think, forgot, hope." The hardest are the verbs that do not express an action. These are verbs such as "is, was, were."

Identify the verbs in the following phrases.

1. The students studied all night.
2. The coach supervises the team.
3. She washes the dishes every day.
4. John mows the lawn once a week.
5. Sally and I walk to school.
6. The baby sitter fed the baby.
7. The Andrews spoil their son.
8. Jeff likes to go to school after breakfast.
9. John met the president at the dinner.
10. Edward is a student teacher.
11. Alice couldn't think of the answer.
12. The parade came up Main Street.
13. Some students were happy after the test.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will identify the verbs with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To recognize verbs in past regular forms.

Activities: What will be done, when, how much (time), by whom?

1. Remember verbs may express action, mental action, or words such as "is" or "has."
2. Verbs have another characteristic; it is called "tense."
3. Tense explains time, or when the action occured.
4. This idea can best be seen by comparison, or by using today and yesterday.

Example: Do you need it today? -- yes, I need it.
Did you need it yesterday? -- yes, I needed it.

Do you remember him? -- yes, I remember him.
Did you remember him yesterday? -- yes, I remembered him.

5. The first column is verbs in the present tense. What do you notice about them?
6. The second column is in the past tense. How did the verb change?
7. Make up a rule for this change.
8. Identify the verb and change the tense to the past.

A) The princess lives in a tiny house..
B) Ideas play like music in her head.
C) The television annoys her at study time.
D) Match the red line in each piece.
E) Saul helps senior citizens by carrying packages.
F) We learn from Mrs. Wilson to sew.
G) Did you excite the children?
H) Sailors discover new lands in ships.
I) Parents decide which program to watch.
j) Alice follows directions well.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students should complete the assignment orally with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

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Student Name _____ **Age** _____
Last First or
Grade 4-6

Content Area Oral Language **Skills List No.** 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce correct identification and usage of past tense in regular verbs.

Activities: What will be done, when, how much (time), by whom?

1. Remember verbs are action words, mental actions, or words such as is, was, or were.
2. Verbs have another characteristic; it is called tense. Tense explains time, or when the action occured.
3. Listen to or read the following sentences. You are to identify the verb and judge if it is in the present (today) or the past (yesterday).
4. Exercise:
   a) Melissa cleaned the boards with the eraser.
   b) She always erases the board well.
   c) The child followed her mother everywhere.
   d) The boys invited the class on a picnic.
   e) Our team plays football.
   f) He admits it.
   g) The old man exercises the dog every day.
   h) Look up the spelling of the word.
   i) She solved the mystery with help.
   j) They carry the box every day to school.
   k) Stephen and Jim worked all day on the car.
   l) She struggled with the kitten.
   m) The teacher scolded her after the fight.
   n) Can you relate the glue to the mystery?
   o) The children avoided the house at night.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students shall complete the exercise with 100% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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School: _____ **District:** _____ **Area** _____

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Content Area Oral Language **Skills List No.** 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce skills in identifying and using past-irregular verbs.

Activities: What will be done, when, how much (time), by whom?

1. Remember verbs are action words, mental actions, or words such as is, was, or were.
2. Verbs have another characteristic tense; you worked with present and past tense. Some of the verbs change their form in the past tense.
3. Many verbs have regular forms in the past, such as the following:
   1. walk -- walked
   2. change -- changed
   3. look -- looked
   4. wash -- washed
4. There are some verbs that change forms in the past. These you must learn to recognize and use correctly.
5. In the following exercise, read or listen to the first sentence in the present and give the past form of the verb.

   a) Did you begin your work? _____(began)
   b) Did he blow out the candle? _____(blew)
   c) Did we break the window? _____(broke)
   d) Did Phillip bring his lunch? _____(brought)
   e) Did they buy a present? _____(bought)
   f) Did the outfielder catch the ball? _____(caught)
   g) Did the contestant choose correctly? _____(chose)
   h) Did you do the work? _____(did)
   i) Did the baby drink the milk? _____(drank)
   j) Did mother drive Jack to the game? _____(drove)

6. Make a list of the verbs and write both the present and past forms.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete the assignment with 100% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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School: _____ **District:** _____ **Area** _____

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Student Name _____ **Age** _____
Last First or
Grade 4-6

Content Area Oral Language **Skills List No.** 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce identification and correct usage of irregular past tense verbs.

Activities: What will be done, when, how much (time), by whom?

1. Remember verbs are action words, mental actions, or words such as is, was or were.
2. Verbs have another characteristic - tense. Tense tells when an action occured - in the present or past. Some verbs change form in the past tense.
3. Many verbs have regular forms.
   walk -- walked look -- looked
   change -- changed wash -- washed
4. There are some verbs that change forms in the past. These you must learn to recognize and use correctly.
5. Change the following to the past.

   a) The pig eats anything. (ate)
   b) Susan always falls from the tree. (fell)
   c) I fly to Hawaii every month. (flew)
   d) We go to the show on Saturdays. (went)
   e) I grow flowers in the backyard. (grew)
   f) Does he know about the trip? (knew)
   g) Mother rides to work in a carpool. (rode)
   h) We run in the marathon race every year. (ran)
   i) Grandmother sees us in the summer. (saw)
   j) You sing in the choir? (sang)

6. Make a list of the verbs in the present and in the past. Do you have the correct spelling?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will give the past tense of the verbs orally with 100% accuracy and be able to spell all the verbs with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
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School: _____ **District:** _____ **Area** _____

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Student Name _____ _____ **Age** _____
Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce identification and correct usage of irregular past tense verbs.

Activities: What will be done, when, how much (time), by whom?

1. Remember verbs are action words, mental actions, or words such as is, was, were.
2. Verbs have another characteristic, tense; tense tells when an action occured - in the present or past. Some verbs change form in the past tense.
3. Many verbs have regular forms.
   walk -- walked look -- looked
   change -- changed wash -- washed
4. There are some verbs that change form in the past tense. These you must learn to recognize and use correctly.
5. Change the following to the past.

   a) We write our lessons carefully. (wrote)
   b) I wear a uniform of the school team. (wore)
   c) Sally throws the garbage away. (threw)
   d) Did the baby tear the present? (tore)
   e) We take the school bus at 7:30. (took)
   f) Did Phillip swim well? (swam)
   g) The mouse steals the cheese from the trap. (stole)
   h) Father speaks tonight on the radio. (spoke)
   i) She sees her father on Sundays. (saw)
   j) Grandmother buys me a present every year. (bought)

6. Make a list of the verbs in the present and the past. Do you have the correct spelling?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will respond orally in the past tense with 100% accuracy and be able to spell all the verbs with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce correct usage of irregular verbs.

Activities: What will be done, when, how much (time), by whom?

Some verbs change their forms in the past tense. Can you complete the correct forms?

Present	Past	Perfect
grow	_____	have _____
_____	knew	have _____
_____	_____	has thrown
blow	_____	had _____
_____	flew	have _____

Fill in the correct form.

1. Yesterday Jack _____ that he had won.
2. Last night that leaf _____ to the ground.
3. My teacher has _____ many stamp collectors.
4. The hurricane has _____ down many homes.
5. Last week the strawberries _____ very fast.
6. The new pilot has _____ a big jet.
7. My friend _____ known him a long time.
8. Yesterday the baby _____ the keys downstairs.
9. Everyone _____ the right answer.
10. The baby _____ an inch this year.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete the assignment with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Last First or
Grade 4-6

Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce correct usage of doesn't and don't.

Activities: What will be done, when, how much (time), by whom?

1. Many students have difficulty with the forms "he doesn't and he don't." Although this is common in non-standard English, students should know the standard usage.
2. Which of the following sounds correct to you?
   He don't want me to use his basketball.
   He doesn't want me to use his basketball.
3. Exercises: The following sentences will give you practice. Read the sentence aloud and repeat it changing the underlined word with five different words.

   a) The boxer doesn't weight much. (package, mother, Sally and Jane, he, we)
   b) A bird doesn't eat much.
   c) Sandra doesn't like carrots.
   d) Phillip doesn't want to play catch.
   e) We don't want to go with the party.
   f) My students don't talk when I leave the room.
   g) They don't know how to whistle.
   h) We don't like to play in the rain.
   i) Santa doesn't come down the chimney very often.
   j) He doesn't have a new bike.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will use the correct form of doesn't or don't with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____ _____
Signature Title

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Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce correct usage of the words lie and lay.

Activities: What will be done, when, how much (time), by whom?

1. The verbs lie and lay give many students problems. The following rules and exercises will help.
2. Lie and lay normally do not take an object.
   Have lain and lying generally mean "to recline" or "be in a flat position."
   Lay and laid are generally followed by an object.
   Have laid and laying usually mean "place" or "put" in a sentence.
3. Learn the correct forms and spelling of each set of verbs.
   Before you begin the exercise review the two rules. Lay - when you want to put something or someone in a certain place. Lie - when someone or somethink is lying in the shade, lying in ambush, lying down, lying under a car, etc.
4. As you choose the correct form, relate your answers to the rules above.

   a) Is she going to (lay, lie) in bed all day?
   b) We thought that Grandmother had (lain, laid) in the sun too long.
   c) The baby took off her coat and (laid, lay) it on the floor.
   d) The teacher was certain that he had (laid, lain) the book on the desk.
   e) Get up! You're (laying, lying) on my new suit.
   f) Go and (lay, lie) on the sofa for a nap.
   g) Who had (laid, lain) on the sofa with dirty shoes?
   h) You shouldn't have (laid, lain) on the wet grass.
   i) The books were (laying, lying) on the table, right where she had (laid, lain) them.
   j) Your papers are (laying, lying) on top of your books.

If the students have difficulty, find some more exercises in a grammar book to reinforce "lie" and "lay."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete the above exercises orally with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Student Name _____ Age _____
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Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To increase skill in identifying verbs with auxiliaries.

Activities: What will be done, when, how much (time), by whom?

1. Remember a verb is an action word, a feeling word, or verb such as is, was, or were.
2. Some verbs have helping words. These words are called auxiliaries.
3. The following are a list of auxiliaries.

   have do am was can may shall will must
   has does is were could might should would
   had did are

4. The following are verbs. Make a sentence with the verb by adding each of the auxiliaries to it.

   A) walk C) wash G) buy I) study
   B) feed D) write H) look J) complete

5. You had to change the form of the principle verb. Make a rule for yourself about the auxiliaries.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete the exercise orally with 100% accuracy and give the three changes of the principle verb.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Student Name _____ Age _____
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Content Area Oral Language Skills List No. 480

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To increase students' verb usage.

Activities: What will be done, when, how much (time), by whom?

1. Give 10 different ways of saying -
   The Sonics beat the Lakers 101 to 96

2. Look in the sports section of the newspaper to get some ideas.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete the assignment with 100% accuracy to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Student Name _____ **Age** _____
Last First **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 500

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To identify and use adjectives correctly.

Activities: What will be done, when, how much (time), by whom?

Adjectives describe nouns. Adjectives come before a noun or follow the verb "is" or "was."

Examples:

Noun: Boy
hungry boy
The boy is hungry.

Noun: roses
red roses
The roses are red.

Noun: orange
sweet
The sweet orange.
The orange is sweet.

Noun: peaches
ripe
The ripe peaches.
The peaches are ripe.

Change the following:

1. The joke was funny.
2. The house is old.
3. The ocean was quiet.
4. The president is expensive.
5. The lamb was white.
6. The flood was high.
7. My friend is English.
8. The puppy was small.
9. The snakes were dangerous.
10. The word is underlined.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete the exercise with 100% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Oral Language Skills List No. 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To add vocabulary through use of adjectives.

Activities: What will be done, when, how much (time), by whom?

1. Ask the question, "Can you think of some feelings everyone has at some time? Name three."
2. Complete the following with a word expressing feeling. You get extra points if you can name more than one.

A) When I am sad, I feel_____.
B) When I am happy, I feel _____.
C) When I have lots of questions in my head I feel _____.
D) When I am sorry, I feel _____.
E) When I can hardly wait, I feel _____.
F) When I am in a bad mood, I feel _____.
G) When a problem is difficult, I feel _____.
H) When I am very interested I feel _____.
I) When I get a surprise I feel _____.

The following are some possible answers.

curious	excited	apologetic	impatient	perplexed
blue	puzzled	downcast	astonished	baffled
elated	cranky	cross	jubilant	joyous
dejected	grouchy	inquisitive	absorbed	gloomy
regretful	astounded	eager	amazed	delighted
facinated				

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will respond with 80% accuracy to the above assignment.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ _____
Signature Title

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Student Name _____ Age _____
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Content Area Oral Language Skills List No. 500

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To expand vocabulary through use of adjectives.

Activities: What will be done, when, how much (time), by whom?

1. Look up the following words in a thesaurus.

cautious	cliner	superstitious
inventive	suspicious	eccentric
irritated	indignant	frightened
determined	adventurous	subtle

2. How many different ways can you express these ideas?
3. Name two people or kinds of individuals who fit the description.
4. Use the words in a sentence describing the individuals you chose.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will have used 80% of the words in the list in a sentence.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Content Area Oral Language **Skills List No.** 520

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To increase ability to use adverbs correctly.

Activities: **What will be done, when, how much (time), by whom?**

Ask your teacher for a thesaurus.
Adverbs that answer the question "when" are underlined below. Substitute three other words.

1. Sally comes home tomorrow. A_____ B_____ C_____
2. Your homework is due today. A_____ B_____ C_____
3. Fred finished yesterday A_____ B_____ C_____
4. Jack seldom goes fishing. A_____ B_____ C_____
5. She helps in the yard occasionally. A_____ B_____ C_____
6. School will be over soon. A_____ B_____ C_____
7. Sandra did go there once. A_____ B_____ C_____
8. She is often late. A_____ B_____ C_____

Make a list of adverbs.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will complete the assignment with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Last **First**
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Content Area Oral Language **Skills List No.** 520

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To use adverbs correctly.

Activities: **What will be done, when, how much (time), by whom?**

Ask your teacher for a thesaurus. Adverbs that answer the question "how" are underlined below. Substitute three other words.

1. The umpire shouted angrily. A_____ B_____ C_____
2. The soldier acted courageously. A_____ B_____ C_____
3. The captain raced desperately after the man. A_____ B_____ C_____
4. The editor read the newspaper carefully. A_____ B_____ C_____

Change the following to adverbs by adding "-ly."

anger _____
courageous _____
desperate _____
careful _____

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will complete the assignment with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language Skills List No. 540

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To identify prepositions and use them in phrases.

Activities: What will be done, when, how much (time), by whom?

The following is a list of prepositions. Use as many prepositions as you can to change each sentence.

in behind around by on at with
from over after near during below
against before

1. The monkey is in the tree.
2. My sister is with Sandra.
3. The parade was down the street.
4. The cook served the food from the kitchen.
5. My father works near the school.
6. The boys swam under the bridge.
7. The boy left in a great hurry.
8. I took gymnastics during vacation.
9. A high ladder was left near the sidewalk.
10. The car was parked at the curb.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete at least three changes of each sentence to attain the objective.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 560

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Students will be able to identify and use conjunctions correctly.

Activities: What will be done, when, how much (time), by whom?

Conjunctions are words that link other words, phrases, or sentences together.

The following are conjunctions:
and but or so yet for

The following sentences have conjunctions. Identify the conjunction and tell which words are being joined.

1. Just between you and me, I think she likes him.
2. Slowly but surely she began to improve.
3. Sam, Alice, Jim, and Fred ride the same bus.
4. Betty sang and danced in the school play.
5. Do you want pancakes or eggs for breakfast?
6. Tom isn't a good player, yet he practices hard.
7. The principal unlocked the gate, and all the children cheered.
8. It hurt Sally, but she didn't cry.
9. His shoes are too big, so they keep falling off.
10. The kittens slept soundly, for they had eaten well.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will identify the conjunction with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____ _____
Signature **Title**

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Student Name _____ **Age** _____
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Grade 4-6

Content Area Oral Language **Skills List No.** 580

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn to classify items.

Activities: What will be done, when, how much (time), by whom?

Everyday we classify persons, places, and things. Name some items under each group.

Doctors	Sports	Cars	Vegetables	Fruits	Animals
A.	A.	A.	A.	A.	A.
B.	B.	B.	B.	B.	B.
C.	C.	C.	C.	C.	C.
D.	D.	D.	D.	D.	D.

What do the items share in common?

Why did you place them in that particular group?

Can you name some categories and items that fall in the category? Name four more categories with four items each.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will classify items with 100% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or**
Grade 5-6

Content Area Oral Language **Skills List No.** 600

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn the meaning of synonyms and their usage.

Activities: What will be done, when, how much (time), by whom?

1. On 3 x 5 index cards write the following words. On the back of the card write as many words that mean the same thing as you can.

finish - end _____ _____ _____
false - untrue _____ _____ _____
large - huge _____ _____ _____
back - behind _____ _____ _____
land - ground _____ _____ _____
lift - raise _____ _____ _____
bright - light _____ _____ _____
purchase - buy _____ _____ _____

pretty - beautiful _____ _____ _____
smooth - even _____ _____ _____
incorrect - wrong _____ _____ _____
assistant - helper _____ _____ _____
entire - whole _____ _____ _____
quarrel - argue _____ _____ _____
frightened - scared _____ _____ _____
discover - find _____ _____ _____

2. On ten 3 x 5 index cards write a word and see if your partner can name more than 1 synonym for each word.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Select 15 words and require students to give one synonym for each with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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For Dates _____ **to** _____

Student Name _____ **Age** _____
Last **First** **or Grade** 4-6

Content Area Oral Language **Skills List No.** 600

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To increase vocabulary through use of synonyms.

Activities: What will be done, when, how much (time), by whom?

Substitute the underlined word with a word that carries the same meaning. Ask your teacher for a thesaurus.

1. The judge listened to the complaints of the defendent.
   A._____
   B._____
2. The hawk glided down from the sky.
   A._____
   B._____
3. Sandra was surprised when she opened the package.
   A._____
   B._____
4. Some of the men disliked the way they were treated.
   A._____
   B._____
5. She handled the delicate vase carefully.
   A._____
   B._____
6. The telegram was sent immediately.
   A._____
   B._____
7. The stepsisters tried to put on the shoe.
   A._____
   B._____
8. The men were dangerous after the long battle.
   A._____ B._____

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will complete the assignment with 80% accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Student Name _____ **Age** _____
Last **First** **or Grade** 5-6

Content Area Oral Language **Skills List No.** 620

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn the meaning of antonyms and to be able to identify them.

Activities: What will be done, when, how much (time), by whom?

1. On a 3 x 5 index card write the following words. Write one word on a side with the antonym on the other side.

empty - full	raise - lower	back - front
land - sky	large - small	false - true
build - demolish	always - never	finish - begin
attractive - ugly	sew - rip	

2. Learn this group by memory.

3. Use them as flash cards to practice with a friend.

4. Here are some other words. Make your own 3 x 5 cards.

bright _____	incorrect _____	leave _____
pretty _____	increase _____	smooth _____
smile _____	all _____	singular _____
friend _____	strong _____	answer _____
stop _____	day _____	go _____
long _____	ups _____	big _____
high _____	right _____	

5. Make up 5 new cards yourself.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Choose 12 cards from the list above. Students shall give the antonyms with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language Skills List No. 600 and 620

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce meaning and correct usage of homonyms.

Activities: What will be done, when, how much (time), by whom?

For my diet I choose sum serial, beats, bred, stake, and two pares.

For my diet, I choose some cereal, beets, bread, steak, and two pears.

Homonyms are words that sound alike but have different meanings. The following are a list of words that are homonyms. Use them in a correct sentence.

1. bare, bear
2. blew, blue
3. threw, through
4. tail, tale
5. hour, our
6. heard, herd
7. seam, seem
8. steel, steal
9. seas, sees
10. sail, sale
11. horse, hoarse
12. here, hear
13. right, write
14. peak, peek
15. meet, meat

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will use the above words in a sentence correctly with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Content Area Oral Language Skills List No. 600-620

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce meaning and correct usage of homonyms.

Activities: What will be done, when, how much (time), by whom?

Read the following sentences and have the student write the correct homonym.

1. She knew the boy was right.
2. Jack made the table out of wood.
3. The bear attacked the deer.
4. The pilot flew over the volcano.
5. The party didn't cost me a cent.
6. The young soldier didn't want to die.
7. Blue flowers grow near the mountain peaks.
8. The four animals had long tails.
9. He led the herd of cattle into the corral.
10. She went to the right bank.
11. His foot hit the brake.
12. She couldn't take the pain.
13. Grate the cheese for the salad.
14. The thief tried to flee.
15. It was the queen's time to reign.
16. Make sure you have the correct fare.
17. Do not tie the rope.
18. Did you go by plane?
19. Chicken was the main course.
20. Buy two pounds of apples.
21. Her heel caught on the rug.
22. Answer your mail immediately.

Have the students write the other spelling and use it in a sentence.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will complete the assignment with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Student Name _____ Age _____
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Content Area Oral Language Skills List No. 600 - 620

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To use homonyms correctly.

Activities: What will be done, when, how much (time), by whom?

There are certain homonyms that cause problems.

its	it's (it is)	their	they're (they are)
whose	who's (who is)	your	you're (you are)

Choose the correct word in the sentences below.

1. (They're, Their) going to (you're, your) party tomorrow.
2. (They're, Their) cold lasted a week.
3. (Its, It's) her mistake, not his.
4. (Whose, Who's) problem is it?
5. (They're, Their) planning to move in June.
6. (Who's, Whose) going to take the responsibility?
7. (Your, You're) never going to play the part.
8. (Your, You're) sister is coming home for Christmas.
9. Since (they're, their) car isn't running, we will walk.
10. (Who's, Whose) doing (you're, your) work tomorrow?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will choose the correct form with 80% accuracy to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

Form 07 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ **District:** _____ **Area** _____

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Last **First** **or**
Grade 4-6

Content Area Oral Language **Skills List No.** 640

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To identify meaning of words through usage.

Activities: What will be done, when, how much (time), by whom?

Many words have multiple meanings which means they can be used in many ways. For example:

1. Mind
   Will you mind the store?
   You never mind me.
   Make up your mind.
   Your mind is very sharp.
2. Seal
   Did you paste a Christmas seal on the envelope?
   Seal the package.
   The baby seal swam near its mother.
3. Order
   Order a hamburger for me.
   Did you understand the order?
   There was order in the room.

Make different sentences to change the meanings of the following words. Use a dictionary or thesaurus to help you.

run	draw	paint	court	light	study
drive	grade	note	tell	train	

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will use the above list in at least two different ways to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 660

Objective: **What are we trying to accomplish for this student in this content area, in this short period of time?**

To interpret the meaning of clichés.

Activities: **What will be done, when, how much (time), by whom?**

Clichés are expressions commonly used by everyone. They are usually in the form of a comparison. Here are a few examples:

1. Quiet as a mouse.
2. Fast as lightening.
3. Slow as molasses.
4. Quick as a wink.
5. Gentle as a lamb.
6. Strong as an ox.

Why do people use clichés?

Do they hold meaning?

Find 6 more clichés and explain their meaning.

Criterion: **What specific evidence will we accept to indicate that the objective was attained?**

Students will present orally 6 more clichés to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: **Yes** _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language **Skills List No.** 660

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To interpret other than literal meanings.

Activities: What will be done, when, how much (time), by whom?

A simile is used to compare one thing with another. Usually the words "like" or "as" are used.
Here is an example:

1. The floor is like ice!

What does this mean? Why are they comparing? Will the floor melt like ice? What does the floor and ice have in common?

The thunder sounded like a herd of wild buffalo.

What does this mean? Why is this accepted? Can you visualize it?

2. Think of some similies.

It was as tall as a _____.
It was as short as a _____.
His voice is like a _____.
She was as gentle as a _____.
She was as fierce as a _____.
The cat's eyes glittered like _____.
Her hair shone like _____.
She runs as fast as a _____.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will present orally four new similies to meet the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Content Area Oral Language **Skills List No.** 660

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To interpret idioms.

Activities: What will be done, when, how much (time), by whom?

Idioms are phrases that don't mean what they seem to say.

1. The President took the floor.
   What does this mean? Is the floor going anywhere?
2. You are all butterfingers.
3. The students were all ears.
4. That's no skin of the teeth.
5. Straight as an arrow.
6. He is chicken.
7. The presentation was over my head.
8. You all must eat three square meals.
9. After he broke the window, he was in hot water.
10. Hold your tongue until I finish.
11. Stand up for your friends.
12. She always puts her foot in her mouth.
13. She was pulling my leg.

Explain what is meant by the expressions.
Can you find 4 more idioms?

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will present 4 idioms and use them correctly to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
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Content Area Oral Language **Skills List No.** 660

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To identify and use metaphors.

Activities: What will be done, when, how much (time), by whom?

In a metaphor, one thing is said to be another. It is a comparison without the "like" or "as."

Explain: Happiness is a warm kitten.
He is a rat.
She is a gem.

What do these mean? Why are they compared? What characteristics do they share?

Complete the following with a metaphor.

1. Happiness is _____.
2. The sun is a _____.
3. The waterfall is a _____.
4. Mother is a _____.
5. A book is a _____.
6. A piece of paper is a _____.

Compare some other items that you have heard.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will present orally four original metaphors to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**

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Content Area Oral Language Skills List No. 660

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skill in identifying personification.

Activities: What will be done, when, how much (time), by whom?

Like similies and metaphors, personification is a comparison. In personification, something that is not human is given a human characteristic.

Explain the following:

1. The chair rushed across the room and shattered the window.
   a) Can a chair rush?
   b) What is the author comparing it to?
   c) What human quality is given to the chair?

2. The car went beserk.
   a) Can a car go beserk?
   b) What does beserk mean?
   c) What does the author mean?

3. The foam clung to the sides of the rocks.
   a) What is the foam compared to?
   b) What kind of picture do you see?

4. The windows chattered.
5. The pines whistled.
6. The sea roared.
7. The wind whispered.

8. Make up 4 metaphors yourself. Encourage students to look for personification.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will present two original personifications orally to attain the objective.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature Title

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Content Area Oral Language **Skills List No.** 660

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop skills in identifying and interpreting different meanings in language.

Activities: What will be done, when, how much (time), by whom?

Riddles are forms of similies, metaphors, and personification. Can you guess the following?

1. My back is my roof.
   I am always at home.
   I travel where my house walks.

2. What has one small eye and yet can't see?

3. What is black and white and red all over?

4. Find 4 riddles; learn them from memory and ask a friend to guess.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will present 4 riddles he/she found in a book.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ **No** _____ **Date** _____

Teacher: _____
Signature **Title**